



SEDII StarTalk TEACHER PROGRAM

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July 2013

COMPREHENSIBLE
INPUT

**MAKING LANGUAGE
UNDERSTANDABLE**

Comprehensible Input

2. Context

✓ Stories

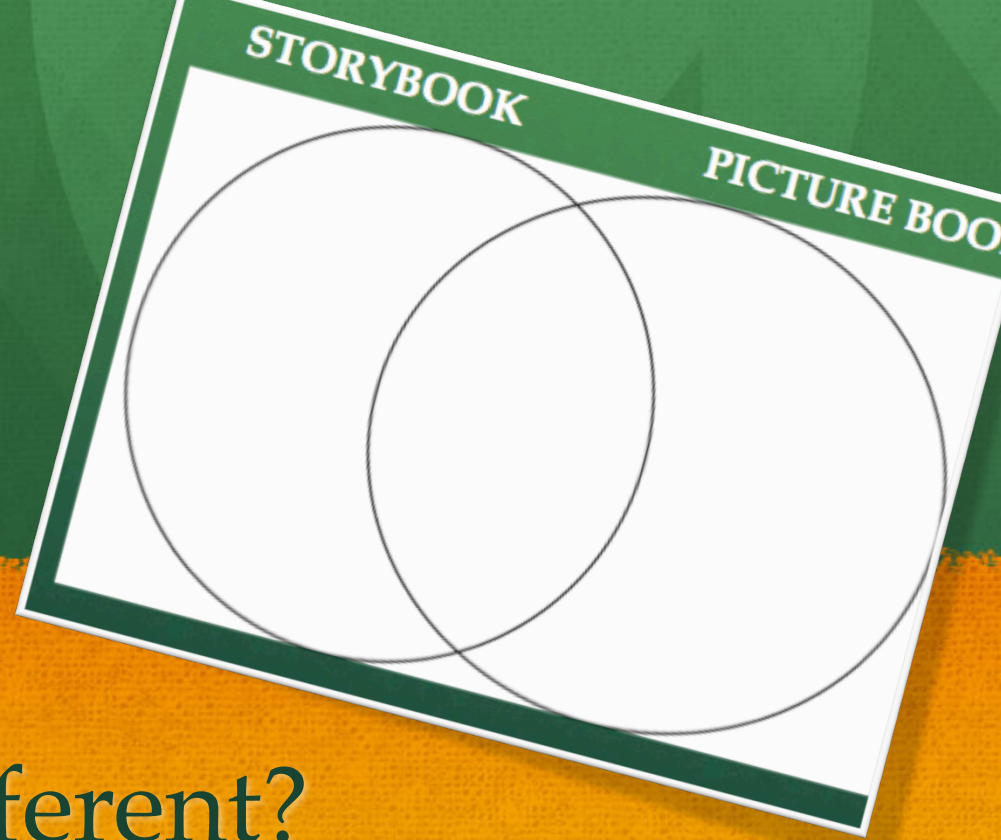
Advance Organizers

Background knowledge

STORIES FOR LANGUAGE LEARNERS

As you watch these videos, decide

- Which of the following stories are helpful to tell to **beginning** language learners?
- What makes you think the story is a good choice or not a good choice to read to beginning students?



How are these
the same and different?

Why does it matter to
language learners?

Comprehensible Input and Stories

Big Ideas

- Background knowledge
- Multiple opportunities to connect language, concepts, visuals, and meaning

WHAT MAKES A GOOD STORY FOR NOVICE LANGUAGE LEARNERS?

- familiar context
- visual carry the meaning load for new/unknown vocabulary
- highly predictable and repetitive
- opportunities for meeting new words again and again in varied contexts
- interesting!
- appropriate to the age of the learner

How would you change your answer if you were thinking about more proficient students?

AUTHENTIC TEXTS

Authentic texts are created
by native speakers for native speakers.

With a partner ...

- Identify two examples (in any language) of an authentic text for children.
- Why are authentic considered to be useful for language learners?
- What can be challenging about authentic texts?

Group Work

- Pick a story that you might read aloud to your students.
- To make sure the story is understandable, begin by identifying what students need to know in order to understand the story you will read to them.

Story	Topic Knowledge	World Knowledge	Culture Knowledge	Language